

ROSE WOOD ENQUIRY DRIVEN CURRICULUM



Autumn 1: How did the success of the Roman Empire affect Britain?

YEAR 4

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 4	<i>How did the success of the Roman Empire affect Britain?</i>	Term: Autumn Term 1
Context: The first half term year 4 will study the history of invasion and settlement within the UK. The children start with a study of Romans initial invasion building on the knowledge they have about Ancient Civilisations from their year 3 Study. This detailed study leads to a greater understanding of the reasons for this invasion. The initial resistance from Boudicca and her Celt army allows for a really focused period of study into the History of Britain. This is the perfect time for pupils to consolidate many of the concepts they have learnt about and skills they have acquired to date through their History study so far.		
Prior Learning (Direct Pathway) Geography <ul style="list-style-type: none">• Know the four countries of the UK and their capital cities and the surrounding seas• Know, name and locate the continents and oceans of the world• Know the 4 compass points• Name and locate Middlesbrough on a map• Know that humans create settlements, often near natural resources• Recognise similarities and difference between where they live and other countries• Name and locate the Mediterranean Sea History – Sequencing the past Children will revisit sources of evidence, what they know and how this informs our understanding. Children will know when events in history happened and that some events happened simultaneously –Children will recap the Iron Age in Great Britain as this ended when the Romans invaded. History – Constructing the Past Children will know where people and events fit within a chronological framework (e.g. through their study of The Romans) History – Change Children will make comparisons to Britain and Italy. History – Significance (of events/people) Children will understand that they can find out about the past in different way and that some people/events are significant (e.g., Julius Caesar, Claudius and Hadrian)		
Prior Learning (Indirect Pathway) Religious Education – Children will have learnt about Christianity and key celebrations.		

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- Children will look at the meteoric rise and sudden collapse of the Roman Empire which stretched over 100's of years and numerous countries throughout Europe and North Africa.
- They will compare and contrast Italy and England.
- Pupils will learn why the Romans wanted to invade Britain.
- They will begin to understand why Boudicca chose to revolt.
- They will learn about the life of a Roman soldier how the Roman army was organised.
- Pupils will learn about the sophisticated lifestyle of the Romans and their technological advances and will contrast this with the Celtic lifestyle.

Enquiry Question

How did the success of the Roman Empire affect Britain?

CONTENT ON DIRECT PATHWAY

Children will learn about the Romans and their way of life. They will research early Roman inventions which are still used, in some form, today. They will learn about the beginnings of the Roman Empire, its spread and ultimate collapse. Children will learn about how tough life was in the Roman Army. They will learn about the discipline required to be successful as a Roman soldier. They will learn about Roman leisure activities, including gladiator battles and chariot racing. Children will look at the most famous of the Roman Emperors and the legacies, which remain today. Boudicca will also be studied as the most famous revolt against Roman rule in Britain.

Children will build a picture of life in ancient Rome through the text 'Iliona – Diary of a Roman Slave'

*Write a letter in the role of Iliona, a Roman Slave.
1st person narrative*

Learning Showcase

Children will be confidently able to discuss the rise and subsequent fall of the Roman Empire and the cause behind it.

The children will understand that we still use some of their inventions (albeit in a more modern way) today.

Parents will be invited into school so that they can share this learning and share it with them.

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Knowledge Narrative

The Romans invaded Britain. The Romans invaded to take our resources and enslave our people to work or fight for them in their incredibly organised armies. When the Romans settled, they lived a luxurious lifestyle and many of their ideas and inventions are still used today.

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<u>Year Group:</u> YEAR 4		<u>Term:</u> AUTUMN 1
Title: HOW DID THE SUCCESS OF THE ROMAN EMPIRE AFFECT BRITAIN?	Key Focus: HISTORY	
Project Enhancements: Roman day, where the children will take part in different activities throughout the day and taste some food the Romans enjoyed.		
<u>How can you help?</u> At home, please could you: <ul style="list-style-type: none">• continue to listen to your child read a minimum of three times a week,• help your child to learn to spell the Year 3 and 4 word list• help your child to learn their times tables If you wish to do additional homework with your child, you could: <ul style="list-style-type: none">• Design their own mosaic, research different designs for inspiration• Research nearby Roman settlements• Look at designs of Roman shields and make your own• Keep a look out for any Roman numerals while you are out and about, take photographs and make a photo collage• Visit the library and learn about the Celts.		

Rose Wood Academy: Enquiry Driven Learning Overview

Unit Title: How did the success of the Roman Empire affect Britain?

History
Y4
Autumn 1

End Point - The aim of this unit is for pupils to:

Change

- Children are able to explain the impact of Roman rule in Britain. Children will know the differences between the Roman and Celtic armies and make connections to the successes of each.

Cause and Effect

- Children can articulate the reasons why the Romans invaded Britain and the legacy they left behind.

Significance

- Children understand how technologically advanced Roman society was in comparison to the Celtic way of life. Children will understand the significance of the invasion and the significance of certain emperors (e.g. Claudius) and their legacy.

End of unit assessment:

- What were the differences between the Roman soldiers and the Iceni tribe? How did this aid the success of the Roman empire?
- Why did the Romans invade Britain? What do you feel are the most important things they left behind?
- What was the significance of Claudius invading Britain?

Links:

Text- Roman Diary: The Journal of Iliona, Young Slave by Richard Platt
Geography – Know that England has many natural resources that were desirable (Y3, A1)

Prior Learning:

Link back to Y3 Iron Age topic as the Iron Age in Great Britain ended when the Romans invaded.

Comparisons to Ancient Egypt as a civilisation.

Key Aspects of the Unit:

Skills:



Knowledge:



Concepts (end points):



Rose Wood Academy: Enquiry Driven Learning Overview

Key Knowledge:

- Children will look at the meteoric rise and sudden collapse of the Roman Empire which stretched over 100's of years and numerous countries throughout Europe and North Africa.
- Children will study Italy and England and make comparisons
- Children will learn why the Romans wanted to invade Britain
- Children will begin to learn about Boudicca, who she was and why we remember her today.
- Children will understand why Boudicca chose to revolt against Roman rule and the result of the Battle of Watling Street
- Children will learn about the life of a Roman soldier and how discipline was required.
- Children will learn how the Roman army was organised and research some of their battle equipment and techniques
- Children will learn about the sophisticated lifestyle of the Romans and their technological advances and will contrast this with the Celtic lifestyle.
- Children will study the most famous of the Roman Emperors and the legacies which remain today; including Julius Caesar, Claudius, Hadrian and Nero
- Children will research early Roman inventions which are still used, in some form, today.
- Children will learn about Roman leisure activities, including gladiator battles and chariot racing.

Historical Skills:

- The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g. How did the success of the Roman Empire affect Britain?
- The child can understand some features associated with themes, societies, people and events. E.g. understand aspects of Roman lifestyle, invasions of the Roman army and why they were superior to others.
- Children can sequence with some independence many of the significant events, people covered in the enquiry using appropriate dates, period labels and terms. E.g., Place important events of a Boudicca's rebellion on a timeline. Place important Roman Emperors on a timeline, annotate with dates and significant information.

Vocabulary

amphitheatre	A place like a stadium, where Romans went to watch animals and people fighting
chariot	Cart with two wheels pulled by horses. Romans raced chariots, and Celtic warriors rode into battle on them
Celts	People who lived in Europe, including Britain, and who fought the Romans.
centurion	An officer commanding about 80 legionaries
citizen	the stage of human social development and organization which is considered most advanced
empire	A large area with many people ruled by one strong leader, called an emperor
gladiator	A person trained to fight other gladiators or animals in amphitheatres
Invasion	To enter another country using force to take control.

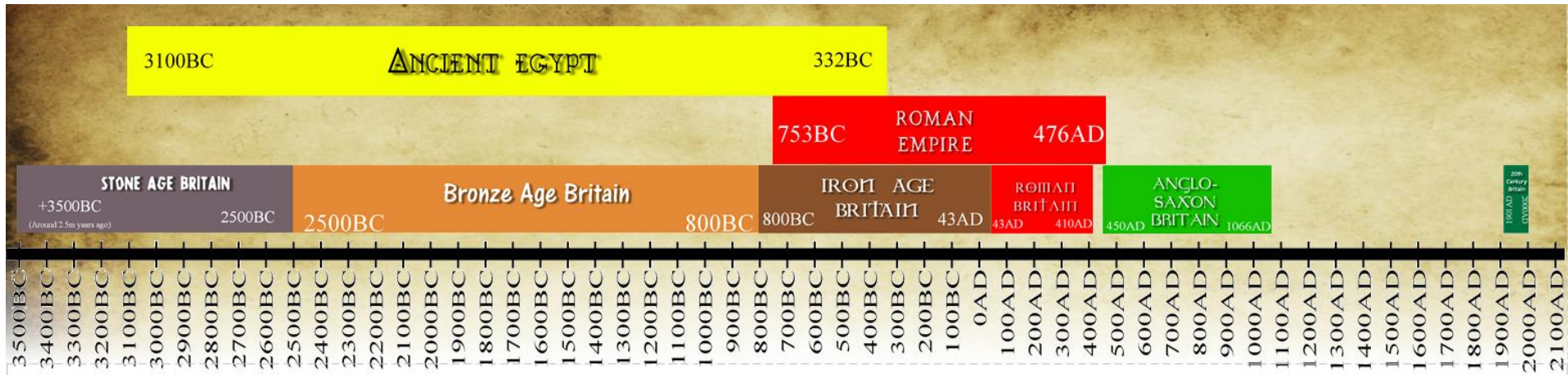
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Latin	The language spoken and written by the Romans
legion	The main battle unit of the Roman army, its soldiers were called legionaries.
mosaic	A pattern made from coloured pieces of stones and pottery.

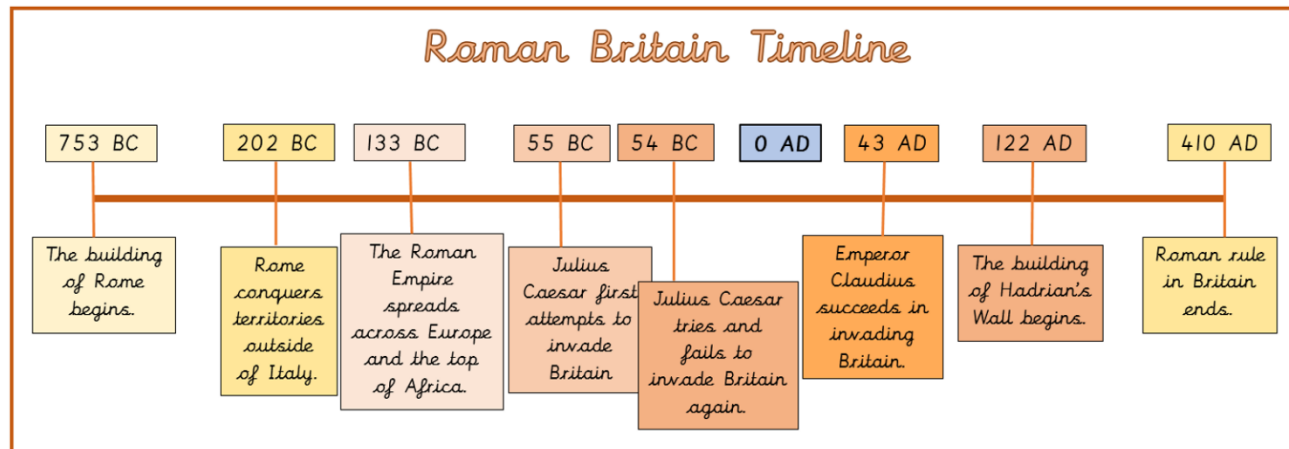
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Constructing the past



Sequencing the Past



Rose Wood Academy: Enquiry Driven Learning Overview

Unit Title: How did the success of the Roman Empire affect Britain?	
Y4 Autumn 1 Geography	The aim of this unit is for pupils to: <ul style="list-style-type: none">• Know the location of Italy (and Rome) within Europe• Know the location of Roman settlements in Britain• Know the countries within the Roman Empire, including the UK End of unit outcome: To know the location of major Roman towns in the UK
Links: Text - Roman Diary: The Journal of Iliona, Young Slave by Richard Platt Geography – Know that England has many natural resources that were desirable.	
Prior Learning: <ul style="list-style-type: none">• Know the four countries of the UK and their capital cities and the surrounding seas• Know, name and locate the continents and oceans of the world• Know the 4 compass points• Name and locate Middlesbrough on a map• Know that humans create settlements, often near natural resources• Recognise similarities and difference between where they live and other countries• Name and locate the Mediterranean Sea	
Key Concepts of the unit: Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica	
Key Knowledge:	

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- Know where Italy and Rome are located within the continent of Europe
- Name and locate countries within the Roman Empire and nearby bodies of water (eg Mediterranean Sea)
- Know that the suffixes of -chester – cester or -caster denote places with Roman military links: to locate these using Digimap and recognise any patterns that emerge
- Know the location of East Anglia and the Iceni tribe

Geographical Skills:

- Use an atlas with more confidence to identify places with different features
- Use the scale bar on a map to calculate some distances
- Begin to match boundaries on difference scale maps (e.g find same country boundaries on a different scale map)
- Internet map sites
- Use 4 compass points confidently
- Begin to use 8 compass points;

Fieldwork:

- Use the eight points of a compass to follow and describe routes and identify locations

Vocabulary

Atlas	A book of maps
City	A large town
Compass Points	Any of the main points of a compass: north, south, east, west, north-east etc
Continent	A very large area of land that consists of many countries such as Europe
Country	An area of land that is controlled by its own government
Human features	Features of land that have been impacted by human activity
Landmark	A building or feature which is easily recognised
Map	A drawing of a particular area such as a city, country or continent
Migrate	The movement of a person or people from one country, locality, place of residence, etc., to settle in another
Settlement	A place where people establish a community
Trade	The activity of buying, selling or exchanging goods and services

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Spiritual

Learn about ancient religions and know that the Romans worshipped lots of Gods.

Use of imagination and creativity in learning and a willingness to reflect on experiences

Social

Learn about different social classes and slavery.

Be kind and REAP the rewards

The Romans built an empire by invading and settling in other countries. Were they right to do so? Did they show empathy towards and respect the culture and values of the people who lived in those countries?

Moral

Debate the reasons why the Romans wanted to invade Britain. Act as advisors to Emperor Claudius and try to persuade him to either invade or not. Discuss the moral issues of slavery and war dealt with in the book, Iliona - Diary of a Roman Slave.

Is it right to invade and take over land belonging to other people?

Cultural

Understand that Britain has always been a place that people have emigrated to.

British Values

Understand that our modern system of law, order and trial by jury was introduced by the Romans.

DT show a scene from Roman life using levers.

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British Values through EDC

Democracy	We will learn that The Roman Republic was a democracy. We will vote for our school council members in a democratic way.
The Rule of Law	We will learn about rules during Roman times and how they differ from laws today.
Individual Liberty	We will look at the structure of the Roman hierarchy and discover how individual liberty was restricted for some of these groups.
Mutual Respect	We will look at the structure of the Roman hierarchy and discuss how respect was given to different people depending on their status.
Tolerance of those of different faith and beliefs	We will study when Christianity began in Britain and that many battles began because of differing beliefs.